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ABSTRACT

A study examined which method of delivery (pull-out or in-class) regular classroom teachers preferred for Title 1 remedial reading instruction. Surveys were completed by 205 elementary school teachers throughout the state of West Virginia. Results showed that: (1) teachers preferred the method they were currently using; (2) grade level was not a significant factor, with teachers of primary and intermediate grades using both in-class and pull-out; (3) severity of reading deficiency was a determining factor, with teachers who had students with severe reading problems preferring the pull-out method, where they felt the child could receive individual instruction; and (4) number of remedial students was not a consideration when choosing a method. (Contains an appendix with the survey and a list of counties, as well as 32 references.) (Author/RS)

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A Study to Determine the Effects Of In-Class and Pull-Out Instruction for Title I Students in Reading

A Thesis

presented to the

The Faculty of the Masters of Arts Degree Program

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In Partial Fulfillment of

the Requirements for the Degree

Masters of Arts in Education

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ABSTRACT

Title 1 is a remedial reading program using two methods of delivery, pull-out and in-class. This study was done to determine which method regular classroom teachers preferred for their classroom environment.

The beginning of remedial reading and the history of the Title 1 program was discussed. The benefits and problems of program were studied.

The following conclusions were reached:

Teachers prefer the method they are currently using. Teachers who are using the in-class method prefer in-class and the same is true for pull-out.

The grade level is not significant when choosing a method of delivery for remediation. Teachers of primary and intermediate used both in-class and pull-out.

The severity of the deficiency was a determining factor in which method was chosen. Teachers who had students with severe reading problems preferred the pull-out method. They felt that the child could receive individual instruction there.

The number of remedial students a teacher had was not a consideration when choosing a method.

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INTRODUCTION

Rationale

Research from the 1960's and 70's states that teachers make little difference in the achievement of students. Later, when researchers began to observe teachers and students, they recognized that the teaching process is based on the interaction of teachers and students rather than the method of instruction (1:17).

While discussing reading instruction, Griswold states that "effective teachers provide direct instruction, have high expectations and use group, whole class, or individual instruction, but minimize time low achievers spend in homogeneous groups" (1:18).

Reading educators and researchers disagree in principle with ability grouping. This is of considerable interest to Title 1 reading instructors because children with learning difficulties are pulled from regular classrooms to receive remedial reading instruction. Therefore, they represent an ability group when they arrive at the Title 1 classroom (1:43).

The "pullout" approach has been widely used by Title 1 schools because of the Federal government guidelines. Federal funds must be used to supplement, not supplant (1:18). This arrangement made it clear that Title 1 is supplemental.

Because pullout has a stigma attached, alternative approaches to remedial reading should be considered. Keeping students in the regular classroom with the Title 1 teacher going to them is one alternative to be considered (1:44).

Importance of the Study

Counties were always under the impression that pull-out was to be utilized because of "supplement not supplant" regulations. In 1981, when Chapter 1 (now Title 1) was reauthorized, the guidelines did not required the pullout method, but were worded so that if pull-out causes fragmentation and coordination problems, an in-class design may be used (17:87).

Pull-out has problems with scheduling, loss of time on task because of movement and the stigma attached to the Title 1 students. (8:205) In-class was implemented to see if some of these problems could be alleviated. Since teachers are the determining factor in whether a program succeeds, this study focuses on teachers' feeling about this change (21:95).

The Statement of the Problem

The purpose of this study is to investigate whether teachers prefer pull-out or in-class Title 1 remedial reading instruction, and which method is considered beneficial to the student, according to the teachers. The study investigates both positive and negative aspects of pull-out and in-class instruction. The study also investigates the historical development of both in-class and pull-out instruction.

The Hypotheses

The first hypothesis is that teachers who are currently using the in-class method will prefer in-class.

The second hypothesis is that teachers of intermediate and older students will prefer in-class.

The third hypothesis is that teachers with students with mild deficiencies will prefer the in-class method of instruction.

The fourth hypothesis is that teachers with more than five remedial students will believe that the in-class method of instruction is a more effective approach to remedial reading.

The Assumptions

The first major assumption is that both the Title 1 teachers and regular classroom teachers are equally effective teachers.

The second assumption is that the random sample results from different locations will reflect views of the national population.

The third assumption is that teachers will give thought out responses.

The fourth assumption is that sample is adequate in size.

The fifth assumption is that sample is typical of Title I teachers.

The sixth assumption is that the instrument used is valid.

Limitations

The study will be limited to data from self designed questionnaire, and number of questionnaires returned.

Definitions of Terms

Ability grouping - Organizing students into instructional groups with students of similar ability.

Pull-out - Procedure of removing children from their regular classroom to receive Title 1 services.

In-class - Procedure in which the Title 1 teacher goes into the classroom to team teach with the regular classroom teacher while working with the Title 1 students.

Supplement - Supplements are those services and materials made available to Title 1 participants. These services and supplies must be in addition to the regular educational program.

Supplant - To replace services that are offered by the regular public education system.

Title 1 - The name given to the federal program established by the Elementary and Secondary act of 1965. This program was the first federal program to address the issue of compensatory education for the disadvantaged children of America. President Lyndon Johnson advocated the establishment of such a program. Its purpose was to educate the deprived

children of America.

Chapter 1 - The Education Consolidation and Improvement Act of 1981 renamed what was previously known as Title 1 ESEA, to Chapter 1 ECIA. Chapter 1 retained the basic purpose of Title 1, which is to provide financial assistance to state and local educational agencies to meet the special needs of educationally deprived children. This program was renamed in 1995 as Title 1.

Regular Classroom - The classroom where the student spends most of his day with a grade level teacher.

REVIEW OF RELATED LITERATURE

History of Remedial Reading

Reading was and continues to be the most important subject in American schools (2:vii). As long as reading has been taught some children have had trouble learning this skill, but it was not until the first decade of this century that it became a recognized problem. It was thought to be caused by congenital alexia or word blindness. This recognition meant that something would be done to help these children. Medical doctors, not the educational community, began to study about reading disabilities (2:155-156).).

Bronner, a psychologist, stated that there is absolutely no value in the term "word blindness." However, mental processes, according to Bronner, should be studied as a cause of reading deficiencies (2:190).).

With the advent of standardized tests in 1920 superintendents and other school personnel became concerned with the test results when they showed a large number of students with reading deficiencies (2:190). Public schools then became concerned with remedial reading and initiated reading improvement for deficient readers (2:190). Gray reported in 1922 that in order to provide classroom teachers with expert help several cities have established educational clinics where detailed diagnostic studies are made and have also provided a special room where remedial instruction is

given (2:193). Ability groups were soon to come, along with special teachers for remedial groups and to meet individual differences (2:195)). This was to be accomplished without the use of teaching manuals or teacher training (2:239).

After 1925, publications started surfacing to help in the teaching of remedial reading. Remedial reading was the main subject of study from 1924-1928. Word blindness is no longer considered a cause of reading problems but cerebral dominance, inadequate mental ability, heredity conditions related to cerebral balance, abnormal emotional tendencies, visual and auditory deficiencies and faulty reading habits are now considered the main causes of reading problems (2:257).

During the period from 1935 to 1950 many more studies were done on the reasons why a child could not read (2:302). During a five year study involving 30 remedial cases done by Helen Robinson and nine other professionals this conclusion was reached:

> The study clearly shows that a large population of children who are considered unteachable may learn to read when adequate diagnostic and remedial steps are taken. The findings give promise of definite help for a much larger proportion of seriously readers (2:303).

Remedial reading clinics by 1940 were being used by schools to instruct students who were having difficulty reading (2:304)). Reading was first taught only in grade schools: however as it became more and more important,

the teaching of reading continued to the junior high level, advanced to the high school and is now even being taught at the college level (2:305).

There were implications that reading and poverty have a definite relationship. Smith notes that if poverty is to be someday conquered in this country, reading must be taught to everyone throughout the United States (2:314).

President Lyndon Johnson recognized the need to fight for literacy. He proposed that a large sum of money be spent by the federal government for this purpose (2:315). On April 11, 1965 congress enacted the "Elementary and Education Act of 1965 (12:534). The purpose of this act is to educate the underprivileged by recognizing that they have special education needs including remedial reading instruction (12:534).

History of Title 1 Instruction

Title 1 remedial reading was developed from the Elementary and Education Act of 1965 (12:533). According to President Johnson it was a declaration of the unconditional war on poverty in America (12:534). He wanted to bring better education to millions of disadvantaged youth who need it most (12:534). Research was generating findings that there was a relationship between poverty and poor achievement. Surveys show that awards and scholarships go to high income areas, and that dropouts and delinquents come from low income areas. Even though this is true, congress acknowledged that not all low achievers were from low income families.

Therefore, they allowed these students to benefit from Title 1 if they lived in a Title 1 school attendance area (12:535).

According to Plunkett, Title 1 was meant to serve disadvantaged students in reading and math through individualized instruction (12:535). Ninety percent of all school districts receive funding for the twenty percent of all elementary students who receive services in basic skill remediation (23:3).

The method of instruction was the decision of each district. The legislation provided rules and regulations, but how they were interpreted was left up to the educator. Pull-out instruction became the method of choice for most Title 1 districts, according to Glass (22:15). This method, asserted Glass, exists for one reason only; because the locals are afraid "Big Brother" will catch them in a supplanting violation (22:5)).

Title 1 regulations state that funding is for supplementary instruction and compensatory education cannot take the place of regular instruction (27:1)). Therefore, pull-out instruction made it easy to audit this regulation.

In 1978, Congress discussed the unclear writing of this supplanting regulation. They stated that Title 1 did not require a particular type of program design and directed that new Title 1 regulations contain legal non-supplanting models (21:87).

When Title 1 was reauthorized and changed to Chapter 1 in 1981 there was a section of the Education and Consolidation and Improvement Act (ECIA) which stated that districts did no have to use pull-out to be in

compliance with the "supplement not supplant" regulation (21:87).

The "supplement not supplant" regulation was not the only guideline to be discussed in the Education and Consolidation and Improvement Act of 1981. The goals were restructured, and now include that students should be successful in the regular classroom, obtain grade level proficiency, and improve basic and higher level skills (29:1).

Congress felt that federal assistance could be effective with school personnel making the decision on instructional programs. It was common practice to use the pull-out approach because of curriculum structure of the school (29:2).

There was a lack of congruence in the regular classroom reading instruction and remedial reading. For remedial reading to be beneficial, congruence has to take place according to Allington and Shake (3:649). If there is no coordination between the regular classroom and the remedial program the students will not perceive a relationship in the lessons in both places (3:649).

The first alternative to pull-out was the push-in method. This method put the remedial teacher in the classroom with the regular teacher and the whole class. The idea was that this would produce coordination and teamwork. Push-in did not produce any teamwork. Instead, the students were isolated to the back of the room with the remedial teacher. Again, a pull-out situation was obtained with just a name change (3:653).

The push-in design did not have much success according to Leinhardt and Palley. The children lost some of the gains that they had achieved. It is more important to align the remedial instruction with the core curriculum than to be concerned with where the instruction takes place (3:653)).

In 1982, according to Bean and Eichellberger, there was a trend to have the reading specialist work in-class under the direction of the regular classroom teacher. This change was based on the beliefs that :

> more cooperation between classroom teachers and reading specialist would occur. Continuity between the developmental program and the remedial program would increase. The classroom teachers would benefit professionally from the close interaction with the reading specialist. Greater student achievement in reading would take place (6:649).

According to the Chapter 1 Flexibility Guide and the Chapter 1 Policy Manual the regular classroom teacher is responsible for the planning of the program for the whole class, including participating and non-participating students. The Chapter 1 teacher is to add to the instruction of the participating students (11:7).

Selection of Students

Federal regulations are designed for selection of schools and students. A school must be selected to participate in Chapter 1 reading. The January 1986 National Assessment of Chapter 1 shows a strong link between poverty and the lack of achievement. Therefore, schools with a high percentage of

low income children receive federal funds for remedial reading (16:8)).

Kennedy and her colleagues found that students are more likely to fall below grade level the longer their families are below poverty (16:8). Schools that qualify for Title 1 funding have 50% of their children form low income families. According to federal guidelines for distributing funds schools are served in order of need, without skipping, until all funds are depleted. The last school on the qualifying list may receive minimal services. Once a school receives funding any student who has an educational need may receive Title 1 services regardless of family income (21:1).

Students become eligible for Title 1 services when their standardized achievement test scores fall below 40% . According to Culyer this is not an accurate method of selection (10:236). Culyer believes more information is needed on each student to identify those working below their ability. Therefore, teachers refer students in need according to their observations and the level of success the student has in the classroom (10:236).

Method of Delivery of Title 1 Services

Schenck points out that Title 1 is for supplemental instruction. This requirement has led to the practice of pulling students away from regular instruction to receive remedial reading instruction (27:1). These remedial reading sessions are between 30 and 40 minutes long. According to Madden and Slavin this method makes a clear statement to the small "army" of auditors that this instruction is extra. The material and equipment must also

be used only for eligible students (28:3).

Taylor complained that during the time students were absent from the classroom they were missing instruction that must be retaught. This reteaching, notes Taylor, is a burden to the regular classroom teacher (14:52). Taylor adds that this pull-out problem causes frustrations among teachers. When this happens teachers are not communicating and planning lessons together for the students' benefit (14:53).

In 1981 when pullout was the choice method of delivery for 9 out of 10 schools (24:1) a national evaluation stated that pull-out arrangements resulted in smaller instructional groups and higher staff to student ratios, and that these smaller, more intense units led to more student on- task time , less teacher time on behavioral management , a more harmonious classroom atmosphere, and a higher quality of cognitive monitoring and organization of activities. In 1986 the research found that the cost effectiveness or the educational benefits of pull-out were not as great as once thought (14:3).

The problems found with pulling a student away from regular instruction is that it identifies the child as a child at risk; therefore a stigma is attached which will lower self-esteem (14:3). It is the opinion of Glass that students are put in jeopardy by being labeled when pulled from the class. He also says that students are missing opportunities for peer tutoring and role modeling (22:5). Asher found these negative effects with the pull-out approach. Decreased instructional time resulted because students spent time traveling to

and from the regular classroom to remedial instruction. She also thought that because of lack of communication with regular classroom teacher that the lessons would be fragmented and the students would not connect the subjects in both locations (17:3). Glass and Smith are concerned that neither the regular nor the Title 1 teacher will feel responsible for the remedial child's education (22:5). Slavin and Madden noted that the more time students spent in pull-out the less they learned (30:16).

In a study of regular classroom teachers, principals and reading specialist in Pennsylvania, Bean and Trovato found that teachers resent pull-out because of scheduling difficulties. Students miss part of the core curriculum and must make it up at recess. This practice also makes the child resent Title 1(8:205). Bean and Trovato go further to state that it is not the setting of instruction that is important but the quality and nature of instruction and the congruency between remedial and developmental instruction (8:205).

Slavin and Madden were concerned when the proponents of pull-out had comparatively little evidence to justify the widespread use of the pull-out method (28:16). However students receiving pullout Title 1 services have higher standardized test score gains than the non-participating students with comparable ability (7:445). Slavin and Madden also found that effective practices are more a factor of success than setting (28:16).

The practice of pullout was not based on professional judgment about curriculum or instruction. This pullout method was created by schools to

satisfy state department regulations concerning supplanting. They were enforced with the obsessive concern that non-participating students might receive services (19:6).

The critics of pull-out had little evidence to suggest a total switch to the in-class method. This method differs from pull-out in the fact that students do not leave the room for remedial instruction. Instead, the Title 1 teacher goes into the regular classroom to work with the Title 1 students. While the regular classroom teacher teaches the lesson the Title 1 teacher monitors and assists the remedial students. The Title 1 teacher may work with groups of students in which the non-Title 1 students are a part, but should keep this practice to a minimum, according to Henry (11:7). Careful consideration must go into the decision to implement in-class instruction.

This method is not for everyone. This method can be successful, according to Henry, but the regular classroom teacher is still responsible for the instructional program of eligible and non-eligible students. The regular instruction teacher must also be willing to participate by having the Title 1 teacher in her classroom to team teach (11:7).

Bean and Eichelberger state that proponents of the in-class method assume that it will eliminate problems such as lack of congruence, loss of instructional time and labeling, but there is little evidence to support this assumption. There are concerns that new problems will surface as more programs use the in-class model (6:446).

In-class seems to be the answer for congruence of the remedial instruction and developmental program. This must be achieved by team planning according to the West Virginia Department of Education. The Title 1 teacher and classroom teacher must make the time for this important meeting.

> A well conceived and planned in-class program which utilizes the strengths of all professional personnel involved can only promote Supercharged instruction (32:4).

Bean, Cooly, Eichelberger, Lazar, and Zigman found in a study on Title 1 setting that in class did make a difference in the remedial reading instructions. This difference was not always for the better. They found that the non-instructional time was actually longer in-class than pull-out. Students spent less time on instructional activities during in-class (7:457). When a student was receiving in-class remediation, they actually received less remediation than if they would have been pulled out for remediation, The time students spent actually receiving instruction from the teacher was less in the in-class than in the pull-out. Even though in-class did not change all of the problems associated with pull-out, it did make the remedial sessions congruent with the regular classroom lessons. It was found in this study that children spent much more time on basic reading text instruction during in-class than in pull-out. Even though this text was somewhat difficult for the student, the remedial teacher would give extra clues to make them successful in the classroom (7:461).

The West Virginia Department of Education states that the test scores show little difference between pull-out and in-class programs. Whatever system is used, it should be based on the number and needs of the identified students. Possibly the best program would be a combination of students overcoming their instructional deficiencies with a pull-out part time while experiencing success with a part time in-class program (32:15).

Bean and associates cite the need to get away from time in each setting and focus on the nature of instruction in each setting, such as what activities are going on to prior to reading and how were students involved. It is not the setting of the instruction, but what is being instructed that is important to the success of the remedial student (7:461).

What Should be Taught

Ediger held a public forum on what should be taught in the reading classroom. One professor believed that phonics is the cornerstone of all reading. He stated that one cannot unlock the unknown work without phonetic understanding. He stated that care should be taken to notice those who have not learned and achieved adequate phonics skills so that extra help may be given to make them lifelong readers (20:2). Sweet writes that phonemic awareness is a precursor to competency in identifying words. She states that it is the best predictor of success in reading (30:53).

Students need to be able to identify words automatically to make text meaningful while reading. Phonics can help children become automatic at

word recognition (30:53).

Although Sweet is an advocate of phonetic instruction she believes that there must be a balance of activities to improve word recognition. Students must read meaningful stories along with the phonetic instruction. The phonetic instruction should not be done apart from the informative, engaging text (30:54).

The teaching of phonics as a reading method is analytical in nature according to Carbo. If a child is analytic, going from part to whole makes sense to them, and they will do well in reading. Students who have both auditory and analytic learning styles do well with phonics also (18:11).

Carbo also states that phonics can be confusing and boring to the student who do not learn easily when information is pulled apart and taught step by step. He adds that even an analytical child needs a mix of phonics and literature (18:11)

Another professor at Ediger's public hearing states that students should be reading challenging reading material. Holism must be used so students can be reading for different purposes. All students should have this opportunity in a heterogeneous group. Research states that students are too frequently labeled as slow, average and fast achievers in reading. Low expectations by teachers of slow readers result in inadequate performance levels in learning to read (20:6).

Young children and poor readers have more global than analytical

characteristics. Because of this fact, Carbo points out that research suggest using a holistic or whole language framework to teach these children to read (18:2). These students learn literature from hand on learning and peer interaction. In a whole language classroom, the text is read aloud until the children can read the story independently. Carbo states stage 2 is isolated word study, and that stage 3 is where the teacher uses phonics. Phonics is the last stage instead of the first as in a phonics classroom (18:3).

Ediger states that yet another professor believes children need to read on their ability level within the classroom. Students need to be placed where they will not feel bored if the material is to easy or frustrated if the work is to hard. He believes students will cause trouble and dislike reading for a lifetime if the content is to hard. If the reading is too easy, a reader will turn off the desire to read. He then suggest that students grouped according to ability achieve more optimally than with other procedures of grouping (20:7).

Standerford, a Title 1 teacher did research to find a solution to the problem of tracking, or isolating the students in a Title 1 classroom. She agreed that students needed challenging activities for expectations to increase by students and teachers (13:49).).

She found that her students were making the required goals, but were not improving their literacy skills. Standerford also found that skill and drill of isolated skills was not what the students needed to improve their reading. She states that the stories were watered down and left little room to make

them interesting to the child. Isolating these students did not provide the opportunity for success (13:40).

Standerford and a colleague worked on a solution to the problem of low expectations. While the policy of pulling students for Title 1 reading and not completing missed work was well intended it lowered the self esteem of the students and the expectations of the teachers. No one expected the students to succeed, so no one was surprised when they did not (13:42).

The changes implemented were to work together in one room (in-class) instead of pulling students to the Title 1 room. For the lessons that were difficult for the Title 1 student they work in cooperative groups. Therefore, the students could understand literature which might have been too difficult for them to read alone (13:43).

The in-class model also used whole language strategies and placed value on oral communication as all students could succeed at this (13:45). Just as there is not just one place to teach reading, there is not just one method of teaching reading. Educators must find the best method for their students. As Tax states, "one-size-fits-all" teaching method do not fit all kids (15:151).

Summary

Reading is the most important subject in American schools. Teachers must realize that there have always been some children who have difficulty with this subject (2:155-156).

In 1965 President Johnson developed the Title 1 remedial reading

program to help the educationally disadvantaged (12:534). The method of instruction for Title 1 was the decision of each district. Pull-out was the method of choice for most districts. This was done so the county could document that Title 1 was a supplementary program (22:5). In 1991 Title 1 was reauthorized and districts did not have to use pull-out to be in compliance (21:87).

The experts believed that there was a lack of congruence in the regular classroom and the remedial reading classroom. Teamwork was believed to be the answer so in-class instruction was began. In-class was thought to be a better choice (3:653). Students would not miss instruction in the regular classroom (6:446). In-class was found to have problems just as pull-out did (7:461). The main concern should not be where remediation instruction takes place, but what is being taught (7:461).

Instruction may either be phonetic based or whole language based. Whatever the basis of instruction there should be a mix with reading literature the focal point (20:25). There will be no method or location that will be the best for everyone (15:151).

Methods and Procedures

Research Design

The research methodology followed was the descriptive survey type. The intent of the survey is to access the attitudes of teachers in various West Virginia Elementary schools in regard to the preference of Title I in-class of pull-out preferences.

Data Needed

A survey was constructed in order to obtain teachers' views on Title I methods of delivery in-class or pull-out. The teachers were asked to give their opinions on which method was most useful to them and their students. Teachers were asked under what circumstances would they prefer each method and were to make comments that they felt were important to the subject.

Population

The population is elementary teachers throughout the state of West Virginia. This was accomplished by local distributions of surveys and by distribution of surveys in neighboring counties by educators who work in Ritchie County, but live elsewhere. The rest of the state was covered by distributions at various Summer Governor's Institute sites. The sample was

those surveys returned of the 300 which were distributed. Counties included in the study may be found in the Appendix, page 40.

Treatment of the Data

When the survey was prepared various questions were asked regarding preference of the method of Title 1 delivery. Care was taken not to be biased regarding the method of choice.

The data analyzed was responses from:

teachers who prefer their current method of delivery

teachers who teach intermediate students and older

teachers with more than five remedial students

teachers who have students with mild deficiencies.

Using a Likert scale, the percentage preferring in-class or pull-out will be calculated by use if the following formula:

$$\text{Percentage preferring in-class} = \frac{\text{number preferring in-class}}{\text{total responses}} \times 100\%$$

$$\text{Percentage preferring pull-out} = \frac{\text{number preferring pull-out}}{\text{total response}} \times 100\%$$

Each hypothesis has its relative frequencies organized in a table, illustrated with a bar graph, and tested at a .05 significance level by using a Chi-square test.

A listing was made following each question of the most frequently stated comments and all interesting statements made by teachers.

Chapter 4

Analysis of Data

Treatment of the Data

A survey was sent to 300 teachers in various West Virginia counties. Of the 300 surveys sent, 214 were returned and 9 were not applicable. A copy of the survey may be found in the appendix, page 38.

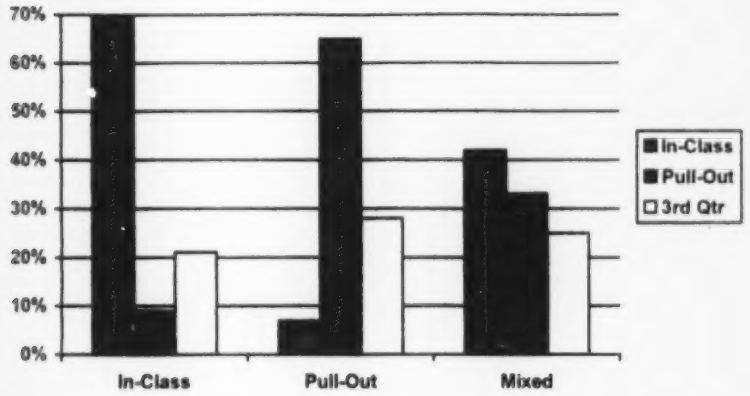
An analysis of selected survey data was conducted using the Likert scale, relative frequency tables, bar graphs, and Chi square to test the four hypotheses.

The first hypothesis is that teachers who are currently using in-class will prefer in-class.

The results of the survey, using 186 responses, indicated that teachers who are currently using in-class prefer in-class.

Analysis of Method Currently Being Used

Current Method	Responses	% who prefer In-Class	% who prefer Pull-Out	% who prefer either
In-Class	**66**	**70%**	**9%**	**21%**
Pull-Out	**72**	**7%**	**65%**	**28%**
Mixed	**48**	**42%**	**33%**	**25%**



Chi square equals 36.8 which is well above the .05 significance level of 5.99; therefore the null hypothesis is rejected. In conclusion, teachers who are currently using in-class will prefer in-class.

Comments from teachers currently using in-class:

state requested.

Title 1 teacher requested.

both regular and Title 1 teacher requested.

students do not miss regular instruction.

less confusion than going out of room.

pull-out was isolating.

smaller student-teacher ratio

not labeling.

two teacher resources

more effective.

Comments from teacher using pull-out:

scheduling problems.

severe deficiencies.

small groups.

less disruptive.

not enough time.

additional materials available in Title 1 room.

meets particular students needs.

what was always done.

in-class didnot work.

Comments from teachers using a mixed method:

administration directed.

required individual instruction

mandated.

needs of students.

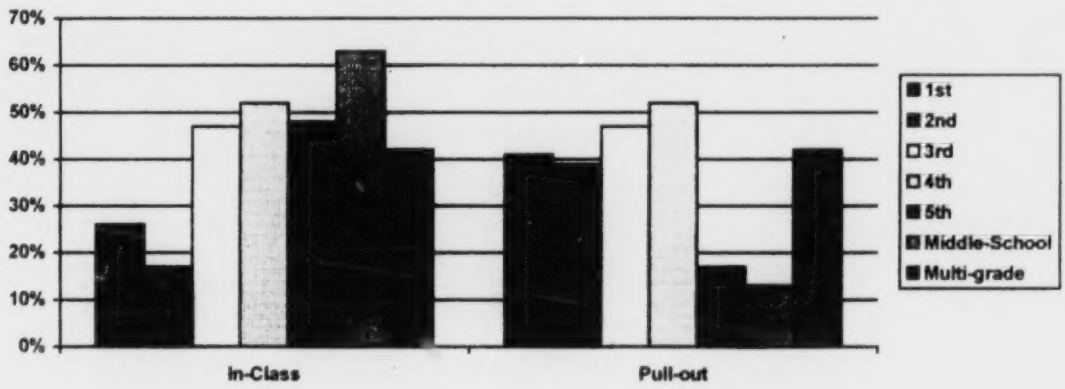
more individual instruction.

The second hypotheses is that teachers of intermediate students and older will prefer in-class.

The results of the survey, using 205 responses, indicated that grade level did not make a significant difference in method of teaching.

Comparison of In-Class verses Pull-Out by Grade Level

Grade Level	# of Responses	% who prefer In-Class	% who prefer Pull-out	% who prefer either
1st	27	26%	41%	33%
2nd	41	17%	39%	44%
3rd	43	47%	47%	7%
4th	25	52%	32%	16%
5th	29	48%	17%	34%
Middle-School	16	63%	13%	25%
Multi-Grade	24	42%	42%	17%



Chi square equals 11.54 which is below the .05 significance level of 12.59; therefore the null hypothesis is accepted. In conclusion, teachers of

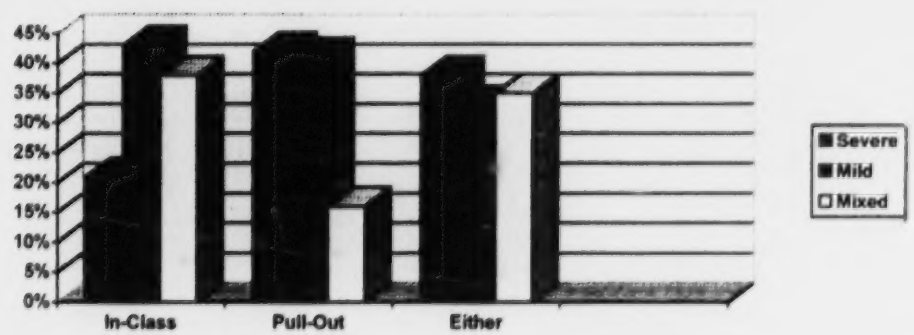
intermediate and older students do not seem to prefer in-class at a more significant level than primary teachers.

The third hypothesis is that teachers with students with mild deficiencies will prefer the in-class method of instruction.

The results of the survey, using 194 responses, indicated that teachers of students with mild deficiencies preferred in-class more frequently than teachers of students with severe deficiencies.

Comparison of In-Class vs. Pull-Out by Types of Deficiencies

Type of Deficience	Response	% who prefer In-Class	% who prefer Pull-Out	% who prefer Either
Severe	24	21%	42%	38%
Mild	124	43%	41%	33%
Mixed	46	38%	16%	35%



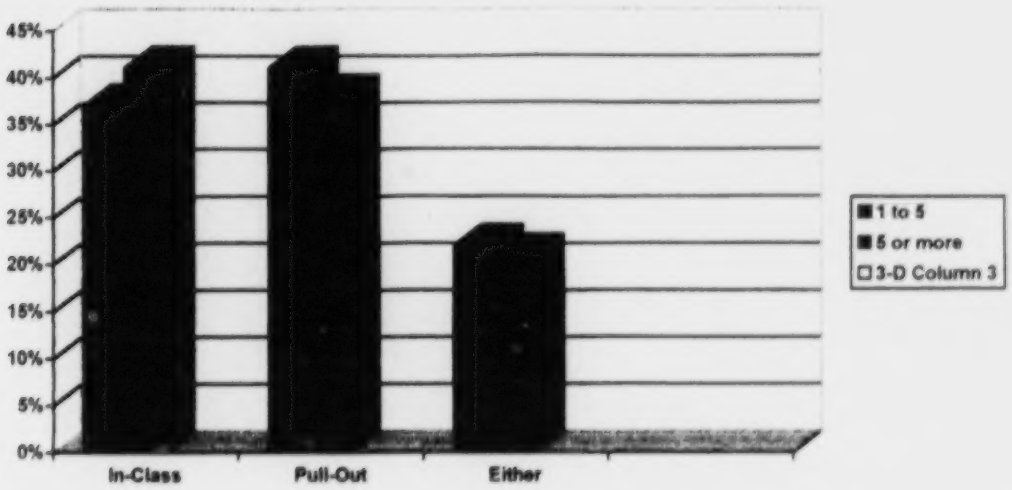
Chi square equals 6.51 which is slightly above the .05 significance level of 5.99; therefore the null hypothesis is rejected. In conclusion, teachers of students with mild deficiencies do prefer in-class at a more significant level than teachers of students with severe deficiencies.

The fourth hypothesis is that teachers with more than five remedial students will feel that the in-class method of instruction is a more effective approach to remedial reading.

The results of the survey, using 181 responses, indicated that there is not a significant difference in the preference of remedial reading instruction based on fewer than five as opposed to five or more students.

Comparison of In-Class vs. Pull-Out by Number of Students

No. of Students	Responses	% who prefer In-Class	% who prefer Pull-Out	% who prefer Either
1 to 5	91	37%	41%	22%
5 or more	90	41%	38%	21%



Chi square equals .2254 which is well below the .05 significance level of 3.84; therefore the null hypothesis is accepted. In conclusion, teachers with five or more remedial students do not prefer the in-class method of instruction more than teachers with fewer than five remedial students.

The survey asked teachers using in-class if they had been properly trained. The results of the survey, using 205 responses, indicated that 42% had been trained and 42% had not been trained. The remaining 16% had some training but they felt they needed additional training.

When asked under what conditions the teacher would prefer pull-out for remedial reading, most stated that having students with severe

deficiencies would make them utilize pull-out instruction. Of the respondents 74% gave that response. The other reasons included:

fewer than five remedial students: 41%

5 or more remedial students: 20%

students have mild deficiencies: 17%

the teacher has not been properly trained: 14%

the teacher prefers to teach alone: 7%

Teachers were asked under what conditions the would prefer in-class. The most common condition for in-class was that the children had mild deficiencies, with 58% of the teachers giving that response. Other reasons included:

appreciate the extra person in the room: 60%

sufficient staff development: 52%

5 or more remedial students: 45%

fewer than 5 remedial students: 25%

students have severe deficiencies: 20%

Finally, teachers were asked to state which method of instruction is more efficient. The responses were 41% favored in-class, 34% favored pull-out, and 25% favored a mixed service. The teachers were also asked to make comments concerning which method they preferred.

Teachers who felt in-class was more efficient made these statements:

there are additional hands, eyes, and ears.

whole group reading for comprehension.

observe and learn from other students.

more creativity.

special activities.

no stigma to being remedial.

not as many scheduling problems.

can make comparison between Title 1 and regular students.

time not taken from other subjects.

if students are pulled from mainstream in school they will be excluded from mainstream in society.

Teacher preferring pull-out made these statements:

small group instruction.

less distractions.

planning is easier.

Title 1 teacher can be more focused.

students feel special.

a time to get away.

two teacher resources

more effective.

Comments from teacher using pull-out:

scheduling problems.

severe deficiencies.

small groups.

less disruptive.

not enough time.

additional materials available in Title I room.

meets particular students needs.

what was always done.

in-class didnot work.

Comments from teachers using a mixed method:

administration directed.

required individual instruction

mandated.

needs of students.

Chapter 5

Summary, Conclusions, and Recommendations

Title 1 began as a program to help the students who were having difficulty with reading. This program started as a pull-out program where the students went to the Title 1 room for remedial reading instruction. As time went on teachers decided this was not the best method of instruction. They believed that the instruction might be more beneficial if the teacher came to them. There was also problems with this method.

A survey was sent to many West Virginia teachers to find out which method they prefer. This study investigates both positive and negative aspects of pull-out and in-class instruction. The historical development of both in-class and pull-out instruction was also investigated.

Conclusions

The analysis of the first hypothesis showed that teachers who are using in-class do prefer in-class. Teachers seem to prefer the method they are currently using.

The analysis of the second hypothesis showed that there is not a significant difference in the preference of intermediate teachers and primary teachers. The study showed a difference; however, when Chi square was applied it was not significant at the .05 level.

The analysis of the third hypothesis showed that teachers of students with mild deficiencies preferred in-class at a more significant level than teachers of students with severe deficiencies. Teachers of students with severe reading problems felt the students would benefit more by being in a pull-out program where they would receive individual instruction.

The analysis of the fourth hypothesis showed that whether a teacher had fewer than five, or more than five remedial students had no bearing on the preference of remedial instruction.

The study showed that what method the teachers are currently using and if they have students with severe reading problems were the only two reasons they preferred one method over another.

One unusual thing found while reading the comments was that some of the comments were the same whether in-class or pull-out was preferred. Teachers of both methods replied that the method they were using was mandated by the state. It was also stated that the students would benefit from small group instruction, it would be less disruptive and students could utilize the resources in the Title I classroom, from teachers of both pull-out and in-class.

Some teachers were negative about the Title I program. They stated that they were capable of teaching all the children in their room. Students

became too dependent on the Title 1 teacher was a fear of some teachers. There were also favorable comments made, such as, "if you had a Title 1 teacher like ours you would want her in your room too."

Recommendations

Recommendations for future studies would include asking additional questions on the survey. An additional question might be: How many years teaching experience do you have? This could be important because of new ideas being hard for veteran teachers to try.

A larger sample could have been used to gather more infromation on teachers thoughts.

It could also be important to find out which is more helpful to the students by comparing test scores of those receiving remedial instruction in a pull-out and those in a in-class remedial program.

The remedial students could provide input by voicing their opinion on which method they prefer. The students would have to be exposed to both methods.

SURVEY

For this survey, assume that both the regular and Title 1 teachers are effective teachers.

1. What grade do you teach?_____

2. Do you have Title 1 reading students in your classroom? yes no

3. How many Title 1 reading students do you have?_____

4. What method of delivery are you currently using? pull out in class mixed

   Why are you using this method?

5. If you use the in class method, have you been properly trained? Explain.

6. Do the majority of your Title 1 reading students have what you would classify as a severe deficiency or a mild deficiency? severe mild

7. Which method of delivery do you prefer for you and your students? in class pullout

   List three reasons you prefer this method.

8. Under what conditions would you prefer pullout? Mark as many as apply.

___fewer than five remedial students
___5 or more remedial students
___your students have severe deficiencies
___your students have mild deficiencies
___you prefer to teach alone
___not trained to team teach

9. Under what conditions would you prefer in class remedial instruction? Mark as many as apply.

___fewer than 5 remedial students
___5 or more remedial students
___your students have severe deficiencies
___your students have mild deficiencies
___you have had sufficient staff development on this method
___you appreciate the extra person in your classroom

10. Which method, in your opinion, is more efficient? in class pull out
Comments.

11. If your response to #10 differs from your response to #7, why does it differ?

12. Comments.

Counties included in the survey were:

Calhoun	Raleigh	Preston
Doddridge	Ritchie	Wood
Gilmer	Taylor	Pleasants
Harrison	Tyler	Lewis
Marion	Wetzel	Braxton

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